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ABSTRACT

This publication is a two-part bibliography of resources related to sex equity in vocational education identified during the project described in CE 028 424. Part 1 is an abstract bibliography of sample documents available through the ERIC (Educational Resources Information Center) Document Reproduction Services. The sample includes references in the following areas: change, evaluation, needs assessment, sex equity, and vocational education. Each reference may contain any or all of this information: author(s), title, source or institution, date of publication, ED Number, and number of pages. Ordering information is provided at the end of part 1. Part 2 is a bibliography of resources which are organized by the three elements of the change process: needs assessment, networking, and linkages. Several general resources are listed under the topics of change, vocational education, and general resources. Resources include literature reviews, reports of research studies, organizations, projects, and sources of more detailed bibliographies, all of which address the concerns of identifying and changing sexually biased attitudes in vocational education. Each citation may contain any or all of this information: author(s), title, source and date of publication, and number of pages. Several of the more pertinent resources are annotated. (YLB)

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FINAL REPORT
Project No. DVE 9-1C16
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RESOURCES FOR THE IMPLEMENTATION OF EQUITY PROGRAMS

June 1980

Florida Department of Education
Division of Vocational Education
Tallahassee, Florida 32301

CE 028 427

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Resources for the Implementation of Equity Programs

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The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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Introduction

An ERIC bibliography, with references relating to various equity issues comprises the first section of this report.

Needs assessment, networking, linkages, and evaluation are all integral parts of the change process. References for each of these topics are included in this section. Several of the more pertinent resources are annotated.

In addition, several general resources are listed under the following topics: change, vocational education, and general resources. These reference lists include literature reviews, reports of research studies, organizations, projects, and sources of more detailed bibliographies.

All of the resources in the six reference lists address the concerns of this project, i.e. identifying and changing sexually biased attitudes in vocational education.

ERIC Bibliography

Introduction

The following references represent a sample of the documents available through the ERIC Document Reproduction Service. This sample includes references in the following areas: change, evaluation, needs assessment, sex equity, and vocational education.

Alfaro, E., McDermott, R.,. and West, J. A Preliminary needs assessment model for decision making and accountability related to occupational education programs at two community colleges. Ft. Lauderdale, Florida: Nova University, April 1974. (ERIC Document Reproduction Service No. ED 103 699, 46pp.)

The purpose of the project was to develop a formal needs assessment system for occupational education in the North Orange County Community College District and the Rancho Santiago Community College District. A brief summary of the purpose and scope of the project focuses on the need for an effective manpower information system, for cost-effectiveness of vocational education program offerings, and for student follow-up and placement. It is suggested that the needs assessment model could be useful in planning and evaluating community college vocational education programs and procuring data on manpower needs. A collection of appended materials make up the bulk of the document and include the following: a document abstract, the three authors' summary statements, correspondence, and the needs assessment model outline. The model consists of: 1) a statement of mission objective, 2) performance requirements, and 3) a mission profile representing the sequence of functions, and a function flow-back diagram showing interrelationships between the various steps of the model.

Allen, D.B. Vocational education: Separate but not equal. Paper presented at the Phi Delta Kappa Symposium; Education: Past, Present, and Future, Minneapolis, Minnesota, April 1975. (ERIC Document Reproduction Service No. ED 116 026, 11 pp.)

Vocational education, reflecting society at large, has been and is guilty of sex discrimination. Currently, individual program areas are predominantly one sex or the other, with the exception of distributive education. Females comprise approximately 55 percent of all vocational education enrollments, but half of this number exit from the system without specific skill training. Agriculture/technical education/trade and industrial programs contain

only limited numbers of females. While females account for 45 percent of the total distributive education enrollment, their employment is concentrated at the lower levels of retail trade. Under Education Amendments of 1972, vocational education will have from one to three years to eliminate any sex-based course requirements, both written policy or attitudinal constraints. Priority areas for vocational education include: 1) a recruiting and informational plan conducted with guidance personnel to encourage males and females to enter non-traditional vocational programs; 2) a focus in home economics courses on examining male/female role expectations and their limitations; 3) units on discrimination in the work world; and 4) additional training and education programs for mature women, especially in skilled trades and apprenticeable occupations.

Allen, W.C., Hope, E.A., Jones, G., Thompson, M.J. and Whitt, E.L. Correction of sex discrimination and sex stereotyping in education. Paper presented at the Southern Region Vocational Education Leadership Development Conference, Atlanta, April 1976. (ERIC Document Reproduction Service No. ED 130 106, 35 pp.)

Questions concerning academic and vocational questions were answered by examining how legislation affects and corrects sex role stereotyping, societal attitudes and sex bias, and employment patterns of men and women at present and in the future. Educational practices that promote sex discrimination were investigated in the following areas: Enrollment in particular educational programs, counseling bias, teacher attitude, instructional materials, and educational leadership. Sex role stereotyping in vocational education was found to occur in all program areas and on all levels ranging from administrators to students. Through the identification of societal and attitudinal factors that contribute to sex role stereotyping in employment and educational practices, it was discovered that not one set of elements existed, but an interwoven set of circumstances, which are tolerated if not accepted by society. For vocational education to act as an example for change for other areas of education, leadership must be willing to initiate changes starting with their own attitudes.

Astin, H.S., Harway, M., and McNamara, P. Sex discrimination in education: Access to postsecondary education. Executive Summary. Washington, D.C.: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, February 1976. (a) (ERIC Document Reproduction Service No. ED 132 967, 50pp.)

A study was undertaken to identify the kinds and extent of sex discrimination in access to postsecondary education. The study examined: 1) the participation of women in educational activities (secondary schools and postsecondary collegiate and noncollegiate institutions); 2) the effect of differential socialization and socioeconomic status on women's aspirations, self-concept, and motivation; 3) institutional practices that may be

discriminatory, individual behavior that may limit women's options, and specific aspects of the educational experience that contribute to women's progress; and 4) the mature woman's access to education. The implications of the study are that: 1) program efforts should be undertaken for high school preparation, participation in postsecondary education, and institutional practices and policies; 2) there is a need for both periodic data collection from high school students and studies to identify the factors that affect women's career decisions; and 3) legislative efforts that go beyond Title IX are needed.

Astin, H.S., Harway, M. and McNamara, P. Sex discrimination in education: Access to postsecondary education. Vol. 1 and Vol. 2. Washington, D.C.: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, February 1976. (b) (ERIC Document Reproduction Service No. ED 132 966, 394pp.)

A study was undertaken, in compliance with the Women's Education Equity Act of 1974 (part of the Education Amendments in 1974) to identify the extent and kinds of sex discrimination in access to postsecondary education. The analysis of the data includes participation rates of women in various forms of postsecondary education, the impact of personal and background variables on access to education, insitutional practices that may have discriminatory effects (especially in financial aid), and the special problems of adult women returning to postsecondary education. Recommendations are made for programmatic, research, and legislative efforts to ensure more equal educational access. The data sources used were: 1) research and theoretical literature; 2) statistical reports on high school and college youth; and 3) special exploratory studies. Volume 1 contains the narrated report of the study; Volume 2 contains annotations.

Berrie, P.J. Needs assessment. Ankeny, Iowa: Area II Education Agency, July 1976. (ERIC Document Reproduction Service No. ED 128 947, 14pp.)

The only essential criterion for a needs assessment at the school district level is that it be focused on the students. This criterion is integrated into the seven factors that compose a successful needs assessment: 1) prediction of skills needed in the future (what the schools should provide students five or ten years from the present); 2) identification of student characteristics; 3) documentation of activities and success of the current local educational process; 4) deciding how to optimize the operations of the school district, based on the first three factors; 5) implementation; 6) evaluation; and 7) recycling (reassessment of needs, continued modification of programs, and further evaluation).

Briggs, N.L. Women and the skilled trades. Information Series No. 132. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1978. (ERIC Documentation Reproduction Service No. ED 164 975, 42pp.)

The participation of women in the skilled trades increased appreciably between 1960 and 1970; however, the rate of increase was not as large as could have been expected if women had entered the skilled trades at the same rate they entered the total civilian labor market. The gap between men's and women's median earnings was greater in 1970 than in 1960, but in the skilled trades the decrease in women's earnings in proportion to men's was smaller. The participation of women in the skilled trades appears to be higher in larger companies in large metropolitan areas than it is on the average nationwide. Also, proportionately more minority women are employed in the skilled trades by such companies. Women continue to be underrepresented in both apprenticeship training programs and vocational/technical education programs for the skilled trades even though affirmative action regulations and special stimulus programs have made some gains. Women have been well represented as participants in federal government training programs; however they have been disproportionately concentrated in programs which lead to low-paying and low-skill jobs. Government funded outreach projects for women designed to prepare and place women in pre-apprenticeship, apprenticehsip, and traditionally male blue-collar jobs have increased from one program in 1971 to over eighty in 1978. Now it is time to determine the effectiveness of these programs and analyze which combination of factors is optimal -- the project designs, the skills,characteristics of women selected, the support/training offered, and the follow-up services.

Coffing, R.T., and Hutchison, T.E. Needs analysis methodology: A prescriptive set of rules and procedures for identifying, defining, and measuring needs. Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 1974. (ERIC Document Reproduction Service No. ED 095 654, 41pp.)

This paper reported briefly on some recent efforts to find a process for delineating people's needs as a basis for establishing criteria in designing and evaluating educational services. The paper is designed to help educational decisionmakers learn how to get useful information about needs. The authors have tentatively identified a class of problems, the solution to which appears to require the invention of some decision rules and procedures. A set of such rules and procedures called "Needs Analysis Methodology" has been developed. The paper indicates one of the basic concepts and design characteristics of Needs Analysis Methodology at a point in time. It reviews some concepts that have been guiding the developmental effort and describes the general framework or design methodolgy. References and appendices extend and

illustrate the discussion contained in the body of the paper. (Parts of Appendix C may reproduce poorly.)

Daum, J.W. Equal employment legislation: Alternative means of compliance. Modification of a paper presented at the Southeastern Psychological Association: New Orleans, Louisiana, 1976. (ERIC Documentation Reproduction Service No. ED BI 136, 18pp.)

Alternative means of compliance available to organizations to bring their manpower uses into line with existing equal employment legislation are discussed in this paper. The first area addressed concerns the classical approach to selection and placement based on testing methods. The second area discussed reviews various nontesting techniques, such as training and orientation-immersion programs. The third section looks at affirmative action programs and their impact on compliance. Finally, based on present trends, an extrapolation is made of future means of compliance available to organizations. One factor which is apparent with respect to existing manpower management systems and which is reflected in the alternative means of compliance discussed in this paper is the need for the "intake" functions of organizations to become more sensitive to the idiosyncratic strengths and weaknesses of the (new) employees. It is emphasized that educators need to demonstrate a strong advocacy to the ideology behind the existing legislation -- that of insuring equal opportunity to all individuals based solely on job performance capabilities.

Fishel, A., and Pottker, J. Sex bias in secondary schools: The impact of Title IX. In Sex bias in the schools: The research evidence, 1975. (ERIC Documentation Reproduction Service No. ED 093 044, 24pp.)

Title IX of the Education Amendments of 1972 is the first comprehensive anti-sex discrimination law that covers students. Although most of the attention given to the law since its passage has focused on its impact on colleges, Title IX will have the greatest impact on the elementary and secondary levels of education. All school districts in the country receiving federal funds will be required to abide by these regulations in order to continue receiving funds. This legislation does not prohibit different entrance requirements for boys and girls to schools for the academically or artistically talented, nor does it prohibit single-sex schools, except for vocational schools. However, all other aspects of public school policy will, in one way or another, be affected by Title IX. Although the implementing regulations of Title IX have not been finalized, from the proposed regulations released in June, 1974, it is possible to determine the type of school policies that will require changes. This report describes some of those policies.

Gillie, A.C. Women in vocational education: An introduction. American Vocational Journal, 1974, 49(8), 34-35. (ERIC Document Reproduction Service No. EJ 112 147, 2pp).

True equality for professional women in vocational education can only take place when self concepts of professional males are modified with respect to their relationship with professional women.

Gordon, E.W. Toward an understanding of educational equity. New York, New York: Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, August 1976. (ERIC Document Reproduction Service No. ED 128 514, 5pp.)

The equalization of educational opportunity, the achievement of a greater degree of equity, is a central concern of educators today. The way in which this concern is conceptualized can have a great influence on the extent to which the concern is translated into programs, and on the way programs ultimately address the problem that gave rise to the concern in the first place. The national problem posed by a concern with equity is that of making educational and social development as well as participation in society and survival, independent of the backgrounds from which differential status group members come. Educators must rise to the challenge by manning a two-pronged effort: to insure equality in the distribution of educational resources, and to insure equal protection in the distribution of resources in relation to social group characteristics. This would also be in relation to functional group characteristics as may be determined by mental, physcial, and social conditions and as may be reflected in the processes by which learning behaviors and developmental choices are mediated. A concept such as equal opportunity may not be sufficient to make educational and other achievements independent of ethnic groups, race, or sex, and a concept such as human diversity with social justice are preferred.

Guidelines for sex-fair vocational education materials. Princeton, N.J.: Women on Words and Images. (ERIC Documentation Reproduction Service No. ED 153 015, 57pp.)

Guidelines for sex-fair vocational education materials are presented based on the following criteria: a fifty-fifty balance of males and females in any material, sex-neutral or sex-fair language, specific mention of issues involved in nontraditional career choices for males and females, and sex-fair occupational descriptions that accurately reflect performance requirements. The main body of the booklet is divided into six parts dealing with language, occupational and social roles, omissions, physical appearance, audio materials, and visual materials. Each part identifies

issues, gives examples of sex-biased and sex-fair usage, and gives guidelines for sex-fair usage. Appended are 1) a checklist for evaluating the sex bias of vocational education material (containing questions that relate to the six parts of the main body of the booklet) and 2) guidelines for the creative use of biased materials in a non-biased way. These guidelines present ways of calling attention to such problems as sex-biased language, stereotypic roles, or sex-biased illustrations.

Harrison, L.R. A national study of sex stereotyping and discrimination in vocational education. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada: March, 1978. (ERIC Documentation Reproduction Service No. ED 154 171, 11pp).

This paper reviews the reasons that led to the Congressional mandate in 1976 for a national study of sex discrimination and stereotyping in vocational education and of the progress being made to reduce existing inequities and discusses the goals and methodology of the study, which is presently being conducted. First, in an introduction to the problem, comparisons are drawn generally between the salaries and career positions of working men and women, and an analysis is given to the number of women employed and their educational backgrounds. The role of vocational education as a contributing factor in career choice and its potential impact for effectuating change is examined. Having established the need for such a study, the author next turns to a description of the study itself. The purposes and contents and the interim and final reports are anticipated, and the methods used for sampling and data collection are delineated. After justifying the choice of interviewing as the best technique, the author lists the categories of persons to be questioned and explains the scope of the information sought.

Healy, R. and Lund, D. Chapter 622: Massachusetts law, women, and vocational education: Final report, 1975. (ERIC Documentation Reproduction Service No. ED 114 598, 264pp.)

The study has presented a case history of the evolution, passage, and early implementation in vocational education of a Massachusetts law, the first of its kind in the country, designed to counter practices and policies in public education which resulted in students receiving different treatment solely on account of their sex. Analysis of the Federal and State legislative history from 1906 until the present has revealed that early legislation encouraged the separation of vocational programs by sex as a way of meeting what was then viewed as the special needs of girls. Later, legislation continued this separatism, leading to the isolation of vocational education programs for females. Analysis of the data pertaining to Massachusetts' vocational education has clearly demonstrated the existence of a separate system of education in which females have not participated equally with males. The study recommends a series of corrective

actions which the State Board of Education could undertake. The 90-page appendix contains separate system data from localities and regions, and supplementary documents.

Hoyman, R.D. The development of a series of recommendations and procedures required in administration of a centralized program of occupational competency assessment, University Park, Penn.: Penn. State University, Division of Occupational and Vocational Studies, 1978. (ERIC Documentation Reproduction Service No. ED 160 754, 164pp.)

A study was conducted to provide information and representative examples necessary for the establishment of administrative procedures required in conducting a statewide program to assess the occupational competency of vocational-technical instructors. The data used in the study was obtained from a review of the current literature, samples of forms and procedures used in Pennsylvania's occupational competency assessment program, and interviews. From these a series of eight proposed recommendations and procedures for the administration of a centralized program were made. These are discussed under the following topic headings: 1) funding and proposal guidelines for a program of occupational competency assessment, 2) development of a centralized office for occupational competency assessment, 3) procedures of evaluation of the candidate in occupational competency assessment, 4) coordination and use of National Occupational Competency Testing Institute Examinations, 5) procedures for development of written occupational competency examinations, 6) procedures for development of performance occupational competency examinations, 7) procedures for test development and test examiner workshops, and 8) procedures for maintenance and improvement of occupational competency assessment. (Over one-half of the document is appended materials related to the procedures discussed.)

Humphrey, M. Women: The path to equal employment. Report No. 56, 1977. (ERIC Document Reproduction Service No. ED 147 611, 287pp.)

Female employment between 1966 and 1975 is studied. The progress of women and projects when employment gaps will close is measured.

Hunt, V.R. The health of women at work. A bibliography. Occasional Paper No. 2, 1977 (ERIC Documentation Reproduction Service No. ED 151 609, 173pp.)

The efforts by health professionals, statisticians, historians, and social scientists in the field of "health of women in the workplace" is presented.

Implementing Title IX. San Francisco, Calif.: Association of California School Administrators. (ERIC Document Reproduction Service No. ED 146 663).

The author of this report examines the progress (or lack of) made by schools attempting to comply with Title IX requirements in physical education and athletic programs, employment, counseling and vocational education and treatment of students. This analysis was accomplished using information from literature and personal interviews. The author noted that staff, parents, and students involvement was necessary to implement Title IX. It was found that the most successful approach used by schools involved vigorous, dedicated committees who used a decentralized approach and who all had strong administrative support.

Kane, R.D., et.al. Problems of women in Apprenticeship, 1977. (ERIC Documentation Reproduction Service No. ED 154 161, 175pp.)

The following issues are discussed: why few women are admitted to apprenticeships, why some women applicants were successful, and what programs and services could improve the situation.

Lerner, J., Bergstrom, F., and Champagne, J.E. Equal vocational education. Final report. Houston, Texas: Houston University, Texas Center for Human Resources, 1976. (ERIC Document Reproduction Service No. ED 133 464, 99pp.)

The overall objective of the project was to develop a model adaptable throughout Texas that would enable school districts to increase and maintain female enrollment in vocational programs that had traditionally been dominated by males. In meeting this overall objective, other secondary objectives also had to be met. These included providing information to all the female students at the demonstration school about the educational and career opportunities available to them through vocational education; recruiting females into traditionally male vocational classes; providing the necessary support services to these females enrolled in these courses; informing teachers, parents, and the community in general about the availability of good jobs; and improving the image of vocational education so that students, parents, and teachers would see it as a viable alternative to traditional academic courses. This report discusses the project under four major categories: Developing the Recruitment Model, Assessing and Changing Attitudes, Relationship with Industry and Unions, and Summary and Recommendations. The appendix includes a pre- and posttest for students, Survey for School Personnel, and Telephone survey for Parents and Community.

Maher, S.,. Exemplary strategies for elimination of sex bias in vocational education programs. Final report. Washington, D.C.: National Advisory Council on Vocational Education, April 1976. (ERIC Document Reproduction Service No. ED 133 523, 69pp.)

This report identifies and reviews projects and strategies that have proved successful in eliminating sex bias in vocational education. The information is intended to facilitate the development of affirmative measures by the States to eliminate sex discrimination in vocational education programs and to aid them in complying with regulations of Title IX of the Education Amendments of 1972. The 24 projects described are grouped into four categories according to major purpose: 1) to increase career awareness, 2) to recruit women into non-traditional vocational training, 3) to increase commitment and concern of education personnel through conferences, and/or 4) to develop materials for use by students, parents, and community. Some of the projects are in various stages of completion: developing materials, evaluating project successes, and/or writing final reports. For each project a contact person, address, and telephone number are provided and the funding source is identified. General conclusions drawn from the analysis of the projects reviewed are presented, and four other lists of resources are included (with addresses and phone numbers): individuals and organizations, materials, projects, and studies.

Maher, S.M. SAVE* your schools* (Strategies to Achieve Vocational Equality). Washington, D.C.: Human Resources Management, Inc., 1976. (ERIC Documentation Reporduction Service No. ED 131 195, 16pp.)

In a project to review and analyze successful strategies to eliminate sex bias in vocational education, five basic approaches were derived from an analysis of the goals and objectives of relevant projects: 1) increasing career awareness, 2) recruitment to non-traditional training, 3)conferences to increase commitment, concern, and activities, 4) materials development, and 5) materials review and revision. This report lists four to six projects under each category (with project directors, addresses, and phone numbers) and provides a brief summary of strategies for each type of project.

Matthews, M., and McCune, S. An Equal chance. A parent's introduction to sex fairness in vocational education. Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, 1978. (ERIC Documentation Reproduction Service No. ED 164 972, 24pp.)

This booklet was developed to introduce parents to sex fairness in vocational education. First, it presents the pictures of two women and two men and explains why they are enrolled in their particular vocational

education programs. It then asks parents to consider whether they can see their daughters and sons in occupations nontraditional to their sex. These questions are followed by some statistics regarding women's work force participation, including wages. Next, the implications of these facts for both daughters and sons are discussed. Then follows a discussion of the current enrollment of men and women in vocational education programs which are not traditional for their sex. The concluding portion of this booklet discusses the things parents can do to help their children overcome stereotyping and help schools provide equal opportunity.

McClure, P. Title VI and Title IX compliance by the office for civil rights in state-operated special purposes and vocational schools pursuant to Adams vs. Matthews. New York: NAACP Legal Defense and Education Fund, 1976. (ERIC Documentation Reproduction Service No. ED 159 239, 83pp.)

This paper examines the compliance activities of the Office for Civil Rights (OCR) undertaken to eliminate racial and sex discrimination in special purpose schools administered by State departments of education. After reviewing background to non-enforcement of Title VI, and briefly explaining Title IX, the activities of OCR with regard to special purpose schools are discussed. OCR's failure to identify all these schools is examined in a comparison of OCR's 1973 State by State list with the 1967 list compiled by the Equal Educational Opportunitites Program (EECOP), and with directories of state education agencies. The case of the Virginia schools for the deaf and blind is described. Compliance with Title VI and Title IX by Area Vocational Education Schools (AVES) is then discussed in terms of fund distribution and access, racial composition of programs, and OCR's compliance efforts. Issues discussed include admissions, recruitment and counseling, job placement and apprentice training, and gerrymandering. Pilot reviews of AVES conducted in five states by OCR (Arkansas, California, Georgia, North Carolina, and Pennsylvania) are examined. In addition, ten compliance reviews, initiated or completed by three regional office of OCR (Philadelphia, Atlanta, and Dallas) are described for individual schools. It is concluded that OCR must establish a division of State-administered schools in order to enforce Title VI and Title IX compliance.

McGrath, P.L. The unfinished assignment: Equal education for women. Worldwatch Paper 7. Washington, D.C.: Worldwatch Institute. July 1976. (ERIC Document Reproduction Service No. ED 129 650, 50pp.)

New educational opportunitites for women around the world are traced. An introductory section provides an overview and discussion on

the implications of equal education for women. Other sections discuss the historical background of equal education for women, women's literacy, the primary school experience, secondary education, technical skills, university education, careers as educators, and full sexual equality in education. History has shown that the changing role and characteristics of womanhood are expressed in the educational arena by women's choice of schools, courses, and preprofessional qualifications. Changes in female access to education both express social transformations and provide an index of future alterations in fertility patterns, family status, marital behavior, and support for ideals of sexual equality. Women's literacy is affected by prejudice, cultural imperatives, and the absence of relevant role models for women at higher stages of academic life which discourage women from making full use of their intellectual talents. Also, educational expectations for men and women remain unequal largely because marriage is regarded as the ideal career for women while the necessity of earning a living is drummed into males from an early age. The educational prospect for women is rapidly changing, though, as shown by the crumbling of the educational double standard in some countries and by United Nations statistical projects that the situation of girls attending schools is improving rapidly.

Minority women workers: A statistical overview. Washington, D.C.: Women's Bureau (DOL), 1977. (ERIC Documentation Reproduction Service, No. ED 155 342, 17pp.)

The status of minority women workers in relationship to their white counterparts (e.g. labor force participation, unemployment status, etc.) is examined.

Orlich, D.C., Clark, P.A., Fagan, N.M. and Rust, G.A. Guide to sensible surveys. Olympia, Washinton: Rsearch Coordinating Unit, Washington State Commission for Vocational Education, July 1975. (ERIC Document Reproduction Service No. ED 112 017, 162pp.)

The manual provides vocational educators with information and guidelines regarding the design and use of questionnaires and interviews for gathering data and the construction, tabulation, and analysis of both open ended and forced response survey instruments. The first of nine chapters deals with surveys as a data collection technique, discusses the use of printed instruments, other information collecting techniques, and additional guidelines to determine the selection of survey type. Chapter 2, writing questions, covers plans for question building and response modes. Chapter 3, forced response questions, deals with establishing appropriate scales and includes self-practice items. Chapter 4, coding survey items, discusses forced response and open response codes. Chapter 5, preventing biased results, deals with wording the questions, sampling considerations, and selecting the appropriate response type. Chapter 6, conducting the survey, discusses knowing the target population, protecting the participants,

using inclusionary language, and communicating with the target population. Chapter 7, tabulation of data, discusses methods of tabulation, especially electronic tabulation. Chapter 8, statistical analysis of data, discusses descriptive techniques and the use of statistical tests. The last chapter, the research report, covers planning and constructing the report. An appendix includes three model questionnaire formats. The document is indexed.

Peterson, M., and Vetter, L. Sex fairness in career education. Informatin Series No. 109, 1977. (ERIC Documentation Reproduction Service No. ED 149 179, 43 pp.)

The current status of women in employment, leadership positions in the career education workforce, and ways to make career education sex fair for women are examined.

Phillips, H.E. and Tucker, K. Needs assessment: Importance in planning, present status. Paper presented at the convention of the Southern Association of Community and Junior Colleges, Atlanta, December 1975. (ERIC Document Reproduction Service No. ED 133 012, 24pp.)

Following a review of needs assessment definitions, it is concluded that needs may be practically defined as the difference between what is and what ought to be. In order to analyze this difference, particularly in regard to job market openings in comparison to occupational curricular offerings and enrollment, a computerized model was established for a consortium of Florida community colleges utilizing currently collected information from the best available sources. The nucleus of the model is derived from and focused on a single source--that of Job Bank data maintained by the Florida Employment Security Agency. The model described in this report is capable of answering such questions as: What are the area job needs and their associated training requirements? Are there major gaps and shortages among jobs in our communities? Are our educational programs meeting the needs for special skills? What are the educational and economic trends in the community? What will be the economic balance given the present trends? Answers to such questions can aid in policy-making intended to reduce imbalances and to responsibly address determined and projected future needs. Curriculum planning can then be based on the future needs of the community. Overall, the model is intended to be useful in providing information to be applied in reducing the deleterious imbalances between what is and what ought to be.

Porter, W. Development and demonstration of an inductive method of health education needs assessment in a geographic area of North Carolina. Doctoral dissertation, North Carolina State University at Raleigh, 1975 (ERIC Document Reproduction Service No. ED 133 444 265pp.)

This doctoral dissertation presents and demonstrates an inductive model used in the Albemarle Region (State Planning Region R), a 10-county area of North Carolina, for determining health occupations education needs and resources. Data were collected from over 1200 area health personnel utilizing three basic types of instruments which were developed specifically for the study; one for each of several health agencies, one for health professionals, and one for health workers. Information sought included the identification of health education programs and resources (both current and planned), the identification of perceived manpower shortages in health fields, and the identification of perceived inservice and continuing health education needs of health professionals and other health workers according to an established priority. Although the data analyses involved only the health education needs of the Albermarle Region, implications are given for applications of the procedure for determining educational needs in other occupational areas. Appendices include background information on area health education systems, analysis of the reported needs, and copies of seven instruments which were employed during the study.

Pucel, D.J. The success of vocationally trained women in traditionally male occupations. Paper presented at the American Vocational Association Convention: New Orleans, 1974. (ERIC Documentation Reproduction Service No. ED 141 504, 20pp.)

A study was conducted to examine the ability of women who enroll in traditionally male occupations to receive equal training and equal employment benefits to those of males enrolled in the same programs. (A traditionally male occupation was defined as an occupation which employed 80% or more males.) The eight programs included in the study were those which were defined as traditionally male and which enrolled and graduated females who were successfully followed up. Programs were selected using data obtained from the 1970 Minnesota Census Data and from the Minnesota Vocational Follow-Up System data tapes for 1971-72 and 1972-73 graduates. From the sampling procedure, a total of 21 females from the eight program areas and a total of 21 males were drawn in such a way that there was an equal number of males and females drawn from each program area. Based on the results of the study it appears that the traditionally male instructional programs offered by the Minnesota area vocational-technical institutes are open to women and that women rate the quality of the programs similarly to men. However, few women enter these programs and even fewer complete them. Results imply that not only do proportionally less women get employed in training-related traditionally male occupations but they receive significantly less salary. They also seem to be less satisfied with their jobs and see less potential for advancement.

Pyatte, J.A., Knight, M.R., Breivogel, W.F., and Durall, E.P. 1976 needs assessment materials. An annotated bibliography. Research bulletin. Gainesville, Florida: The Florida Educational Research and Development Council, 1976. (ERIC Document Reproduction Service No. ED 133 874, 116pp.)

One hundred and fifty-eight entries contain the numbered citation, an annotation, the address or source for securing the cited material, and a statement of cost and any special instructions for ordering. Entries are alphabetized by author. Two indexes are provided to assist the user in locating material that might be of interest. In one of these, entries are listed by type of material: training materials, papers, books and booklets, bibliographies, and articles. In the other, they are listed by the following areas treated in the material: needs assessment, evaluation, educational accountability, educational planning, management, student assessment, goals and objectives, and tests/test development.

Recruiting women for traditionally "male" careers: Programs and resources for getting women into the men's world. Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1977. (ERIC Document Reproduction Service No. ED 145 256, 10pp.)

Various resources for counseling and recruiting women for careers formerly considered "for men only" are listed.

Reider, H. Women, work, and vocational education. Paper No. 26, 1977. (ERIC Document Reproduction Service No. ED 145 084, 17pp.)

Positive methods are discussed which vocational educators can take to change still-present occupational segregation by sex. Recruitment and admission practices are considered, as well as the revision of curricular materials, and positive legislative action.

Rookey, T.J. Needs assessment model: East Stroudsburg project NAMES workbook (2nd Ed.) East Stroudsburg, Pennsylvania: East Stroudsburg State College, April 1976. (ERIC Document Reproduction Service No. ED 133 828, 55pp.)

Intended as a simple, economic method of needs assessment, this model presents four primary tasks: goal definition, program assessment, needs identification, and decision-making. Each step is explained in detail and sample instruments, preplans, goals, and questionnaire items are given. The needs assessment concept is defined as a blending of community participation and evaluation.

Sawyers, B. Sex stereotyping. Analysis of students enrolled in vocational programs in Indiana. Final report. Indianapolis: Indiana State Board of Vocational and Technical Education, 1978 (ERIC Documentation Reproduction Service No. ED 164 856, 32pp.)

This study investigated the extent and nature of sex bias in Indiana's vocational education programs. It also examined sex bias in relation to selected factors (motivation, psychomotor and language skills, I.Q., interest, reality, and sex-role perception). Enrollments in vocational programs in twenty-four area vocational programs were analyzed. One hundred students (twenty-five females and twenty-five males in traditional programs, and twenty-five females and twenty-five males in non-traditional programs) responded to selected commercial tests and to the Bem Sex Role Inventory (BSRI). School personnel were given a ten-item survey on practices and policies for eliminating sex bias in vocational programs. Findings indicate the following: 1) the number and type of vocational courses offered and the selected factors identified for this study appear to have little influence on an individual selecting a nontraditional program; 2) sex-role-self-perception appears to affect the selection of nontraditional programs. The findings suggest that additional efforts are needed to eliminate sex bias in vocational programs, especially in the areas of teacher attitudes, employer attitudes, and student nonsex-bias orientation to occupations.

Schonborn, B.G., and O'Neil, M.I. Sex equality in vocational education: A chance for educators to expand opportunities for students. San Francisco, Calif.: Women's Educational Equity Communications Network, 1978. (ERIC Documentation Reproduction Service No. ED 166 379, 34 pp.)

Addressed to vocational educators and counselors, this booklet contains four main sections. The first section includes definitions of terms in the area of sex equality in vocational education, an overview of the problems created by sex discrimination, and a discussion of the question: Where does vocational education lead? The second section describes the laws and activities that are helping to eliminate sex discrimination, including the following: Title II of the Education Amendments of 1976, Title IX of the Education Amendments of 1972, the Women's Educational Equity Act o the Education Amendments of 1974, Title IV of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964. The third section includes information about teacher and couselor training and about curriculum materials and methods that teachers may use in vocational education programs. The fourth section contains lists of print, nonprint, and human resources that are accessible to school personnel. The lists are divided into counselor training materials and methods; curriculum guides

and programs; counseling and guidance materials; agencies and organizations; and books, reports, bibliographies, and other resources.

Sex discrimination and sex stereotyping in vocational education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session. (ERIC Documentation Reproduction Services, No. ED 166 090, 410pp.)

This document includes verbatim transcripts and prepared statements from the hearings on sex discrimination and sex stereotyping before the Subcommittee on Elementary, and Vocational Education. The report presents the findings of the Subcommittee on the status of women in vocational education, the enforcement of antidiscrimination legislation, possible research strategies in the area of sex discrimination, and the results of a recently completed civil rights survey. Included in the appendix is a detailed research report entitled "Women in Vocational Education." This report examines the status of women in the world of work, sexism in society and education, staff-related problems for women in education, affirmative action for women in education and employment, and implications for change in vocational/technical education.

Simpson, E.J. Vocational educators can lead. American Vocational Journal, 1974, 49(8), 36-37. (ERIC Document Reproduction Service No. ED 112 148, 2pp.)

Vocational educators can take the initiative in improving opportunities for women in the world of work and education by developing and implementing affirmative action programs and encouraging consciousness raising activities.

State action on sex equity in vocational education: A compilation of selected states approaches to the legislated functions of full-time sex equity personnel in vocational education. College Park, Maryland: Ellis Associates. (ERIC Document Reproduction Service No. ED 159 400).

This article was intended to aid the personnel hired by the states to coordinate and supervise their sex equity efforts in vocational education. This handbook contains brief descriptions of what fifteen states have done, and what they plan to do in compliance with the ten major sex equity functions specified for sex equity personnel in rules and regulations of Title II. The production of the handbook followed a conference in Orlando (1978). The states selected for the workshop were Arizona, Arkansas, California, Colorado, Florida, Hawaii, Illinois, Louisiana,

Maryland, Massachusetts, Nebraska, New York, South Dakota, Washington, and Wisconsin.

Steele, M. Women in vocational education. Project baseline supplemental report. Flagstaff, Arizona: Northern Arizona University, October 1974. (ERIC Document Reproduction Service No. ED 099 689, 154pp.)

Reviewing the current status of women in vocational education, the study determines whether there is a cause-effect relationship between school practices and limited job options for women in the world of work. According to a review and analysis of available data, schools at all levels are operating separate vocational education programs for women. Limiting girls to traditional, female-intensive offerings perpetuates and contributes to restricted job opportunities and lower earnings for women graduates. Although women comprise 55.5 percent of total vocational education enrollments and two-thirds of all secondary vocational enrollments, they are concentrated in non-wage -earning home economics and in health and office occupations, fields in which they are most prevalent in the world of work, of vocational-technical education for females, sexism in society and education, and staff related problems for women in education are tabulated and discussed. Affirmative Action for women in education is reviewed in the light of Federal legislation. Implications for change and recommendations are presented, and an appendix lists availability of regulations and guidelines for Affirmative Action.

Steiger, J. Vocational preparation for women: A critical analysis. McLean, Va.: Steiger, Fink and Smith, Inc., 1974. (ERIC Document Reproduction Service No. ED 151 537, 29pp.)

In this analysis of vocational preparation for women material is presented to substantiate the claim that women are joining the labor force in increasing numbers and their career opportunities are expanding, but that the educational system has failed to respond. Statistical data is cited showing that women have traditionally been employed in just a few low-paying jobs and that they should seek careers in traditionally male-dominated fields. The laws relating to sex equality in employment are discussed, as well as the socialization forces which push women into a highly restricted vision of their role. Evidence is presented that schools heavily reinforce the traditional sex-role stereotypes in course offerings, curriculum materials, guidance and counseling programs, and other aspects of school life. In addition, recommendations are presented for changes in the educational system to make it more responsive to the real needs of women students.

Steiger, J.M., and Cooper, S. The vocational preparation of women:

Report and recommendations of the Secretary's Advisory Committee on the rights and responsibilities of women. Washington, D.C.: U.S. Department of Health, Education, and Welfare, July 1975. (ERIC Document Reproduction Service No. ED 120 402, 76pp.)

The document describes findings of the Education Subcommittee of the Secretary's Advisory Committee on the Rights and Responsibilities of Women regarding the impact of Federal vocational education legislation and HEW policies on women. Section 1, A Summary of the 1975 Report of the Subcommittee on Education (four pages), examines: Title 9, areas for further study, HEW record keeping policies regarding programs specifically for women, 5 recommendations regarding current legislation, and 10 recommendations regarding HEW policy. Section 2, Vocational Education and Women (27 pages), discusses the reality of the labor market, historical background on education and working women, the distorted face of vocational education for women, and underlying problems in vocational education. Section 3, Recommendations for Change (five pages), examines the Vocational Education Amendments of 1968 (VEA), the Administration's bill to revise it, and HEW policy and practice; and lists 10 recommendations to be added to the 5 from Section 1. Tables are provided. Appended material lists research and development projects dealing with careers and vocational education for women under States and under HEW (the National Institute of Education, Office of Education, and Fund for the Improvement of Postsecondary Education.)

U.S. Working women: A databook. Bulletin 1977. Washington, D.C.: Bureau of Labor Statistics (DOL), 1977. (ERIC Documentation Reproduction Service No. ED 150 425, 120pp.)

Information is presented on the characteristics of U.S. working women and changing trends over the past 25 years.

Verheyden-Hilliard, M.E. Cinderella doesn't live here anymore. Womanpower (Special issue of Manpower Magazine), 1975, 34-37. (ERIC Document Reproduction Service No. ED 128 729, 6pp.)

This paper, which initially appeared in the journal Womanpower, uses the Cinderella fairy tale as a parallel to the present situtation of women in their preparation for and participation in the labor market. The federally supported vocational education programs are preparing female enrollees for staying in the home, as illustrated by the fact that 49.2% of all young women enrolled in federally authorized vocational education are studying home economics, and the remainder are in programs designed to provide preparation for homemaking, rather than training for work

outside the home. Data are offered which indicate that today's girls will face a reality vastly at variance with the home role for which they are being prepared: 1) over half of women over 18 are in the work force; 2) married women can expect to work for 25 years; 3) one out of eight families is headed by a woman; and 4) child support by fathers in divided families is almost nonexistent. Though forbidden by Title IX, it is well documentd that unequal treatment is still pervasive in federally funded vocational education. Some suggestions are offered as how to change the present situation.

Vetter, L. and Peterson, M. Sex equity: The call to leadership. American Vocational Journal, 1978, 53(3), 24-28. (ERIC Document Reproduction Service No. ED 178 822, 5pp.)

Provisions of the Educational Amendments of 1976 related to the overcoming of sex discrimination and sex stereotyping in vocational education are discussed. Five major administrative requirements for state programs are listed.

Vetter, L. and Stockburger, D.W. Career patterns of a national sample of women. Research and Development Series No. 95 (Reissue). Final Report, 1977. (ERIC Document Reproduction Service No. ED 146 363, 110pp.)

A study on women concerning career patterns, career development, number of children, and educational implications is reported.

Witkin, B.R. An analysis of needs assessment techniques for educational planning at state, intermediate, and district levels. Hayward, California: Alameda County School Department, May 1975. (b) (ERIC Document Reproduction Service No. ED 108 370, 182pp.)

This report is intended primarily for educators who have the responsibility for conducting or managing a needs assessment at the school or district level. Although most of the material relates to local assessment in the elementary and secondary schools, some information has been included on statewide assessments and on emerging efforts in community colleges and universities. The information was gathered from published and unpublished reports of needs assessments, examination of models, kits, and various instruments, and the (limited) theoretical and research literature in the field. The report is organized in three parts: Part 1, "The State of the Art," an overview of trends and major approaches; Part 2, "Needs Assessment Models," descriptions of the most widely available and characteristic models, together with some case studies of their application; Part 3, "How to Do It," management, some communication and other strategies, strengths and limitations, and social fairness issues.

Women with low incomes. Washington, D.C.: Women's Bureau (DOL), 1977. (ERIC Document Reproduction Service No. ED 146 645, 11pp.)

The reasons why more women than men are poor are discussed. These include the following: number of family members, lower earnings, higher unemployment, responsibilities for children, and greater longevity.

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Needs Assessment

Introduction

Before becoming involved in developing strategies for changing sexually biased attitudes in vocational education, the need for change must be determined. Needs can be assessed at all levels--from individual classrooms to the state level. Needs assessments should address such issues as the following: How receptive are vocational education administrators to change? What types of curricular materials are available? How much material is available? How is information disseminated? What resources are avaialble to local administrators? What barriers to change can be identified? Who can serve as change agents?

The following resources address both the need for positive attitudes toward sex equity and ways to conduct needs assessments.

Needs Assessment

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Networking/Linkages

Introduction

Attitude change relies on interaction, which is the basis of networking. Networking is a strategy which connects people, institutions, agencies, materials, etc., in such a way that information and resources are exchanged in an attempt to solve problems and implement change. Linkages are the means by which this connectedness occurs.

The references in this bibliography were selected for three reasons:

1. to describe the networking and linkage processes,
2. to investigate the networking process in terms of networking strategies for women, and
3. To give examples of networking strategies that have been demonstrated to be effective.

Networking/Linkages

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Evaluation

Introduction

Evaluation should be ongoing in programs designed to facilitate attitude change. It plays an integral part in goal setting and establishing priorities, in determining appropriate starting points and activities, in designing strategies, and in assessing program success The following references include guidelines for evaluating existing materials and programs, general discussions of the role of evaluation in program design, and descriptions of evaluative techniques in the area of sex equity. The references that have been annotated are specifically relevant to attitude change strategies that could be developed throughout Florida.

Evaluation

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A policy statement is suggested. The following topics are presented as guidelines for implementation: 1) a suggested state plan for eliminating sex bias and sex role stereotyping, 2) a suggested needs assessment for determining sex bias in vocational education, and 3) a suggested form for evaluation of vocational education programs. The following are discussed in terms of their role in implementing a state plan: State governing boards, state or local vocational education advisory councils, local school administration and school boards, local directors of vocational education, instructional staff and curriculum development personnel, and guidance counselors for vocational education. Strategies for community action to stimulate intereest in eliminating sex bias in vocational education programs are discussed. Suggestions are also made for assisting displaced homemakers in obtaining marketable skills through vocational education. An annotated list of suggested resources is also included.

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The importance of sex fair materials is stressed. Examples of appropriate sex fair writing are provided.

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The evaluation plan of the Minnesota Equity Plan of Action is available from the Minnesota Department of Education. Each post-secondary vocational technical institute in Minnesota is to write an Equity Plan of Action which includes goals, objectives, and timelines for a finve year period of time, beginning in fall, 1979. Each Equity Plan of Action will be evaluated at the time of the federally mandated five year program evaluation. The equity evaluation will be considered equally with program evaluations for reaccreditation of the vocational institute.

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This report is an evaluation of models and barriers to the implementation of Title IX of the education amendments of 1972 in Region X. The report documents the study methodology, findings, conclusions, and recommendations.

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Change

Introduction

Attempts to change attitudes are dependent on a number of factors such as motivation, social climate, the influence of significant others, the felt need for change, available information, etc. Factors which influence the choice of a change strategy are situation specific. Designing a change strategy requires some familiarity with the literature on attitude change.

The following references represent a comprehensive review of the change literature. Two types of publications are included: those which address the general issue of attitude change and those which address changing sexually biased attitudes.

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Billings, V. The women's book. Greenwich, Connecticut: Fawcett Publications, Inc., 1974.

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Vocational Education Resources

Introduction

A number of materials and publications are available that address the issue of sex equity in vocational education. A sample of these are included in this bibliography. Information is provided in the following areas: identifying women in need of vocational education, identifying sources for materials, identifying a variety of materials published by different state departments of education, and identifying areas of concern for vocational counselors.

Vocational Education Resources

A model policy statement and guidelines for implemenation: Vocational education. A publication of the Equal Rights for Women in Education Project, a project of the Education Commission of the States, Denver, Colorado, 1977.
A policy statement is suggested. A sample needs assessment form and evaluation form is provided. Suggestions for implementation are made at several levels of the vocational education system.

Arizona: In search of the displaced homemaker. A publication of the Arizona Department of Education, 1978.
A definition of the displaced homemaker in Arizona is provided. Pertinent statistics on the status of women in Arizona are included.

Bem, S.L., and Bem, D.J. Training the woman to know her place. The social antecedents of women in the world of work. Harrisburg, PA: Pennsylvania Department of Education, 1975.
This is an essay on how women are taught to accept a passive role in American society. The authors provide an excellent framework for the issue of sex equity.

Birk, J.M. Providing life/career planning for women and girls. National consortium on Competency Based Staff Development in Cooperation with American Institutes for Research, Palo Alto, CA, 1976.

Blue collar scholar: Vocational schools. Owings Mills, Maryland: Maryland Center for Public Broadcasting, 1978.

Center for Vocational Education. Resources on eliminating sex-role steroetypes in vocational education. Ohio State University, Columbus, Ohio, 1977.
This is an annotated list of resources. It is updated annually.

Centergram. A monthly publication of the National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio.
The different issues of the Centergram feature many of the National Center's activities focusing on a variety of topics.

Christensen, T.M., Romero, P., and Schmeling, N. The whole person book: Towards self discovery and life options. Counselors Expanding Career Options Project, Nebraska Commission on the Status of Women, Lincoln, Nebraska, 1977.

Cochran, D., and Warren, P. Career counseling for women: A workshop format. Washington, D.C.: American Personnel and Guidance Association, 1976.

Cooperative Extension Programs. A report of choices and careers: Free to choose: A career development project for tribal girls. Madison, Wisconsin: University of Wisconsin Extension, 1977.

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Evenson, J.S., and O'Neil, M.L. Current perspectives on the role of career education in combatting occupational sex-role stereotyping. San Francisco, CA: Far West Laboratory, 1978.

Expanding adolescent role expectations: Information, activities, resource for vocational educators. Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, New York, 1977.

Farmer, H.S., and Backer, T.E. New Career options for women. New York, New York: Human Science Press, 1978.

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Gassman, R., Mergon, F., and Armstrong, P. Freedom for individual development: Vocational education. Wisconsin Feminist Project Fund, Inc., Wisconsin Department of Public Instruction, Madison, Wisconsin, 1977.

Interchange products for improving vocational programs: A changing Portfolio, Dissemination and Utilization, the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.
Interchange is a progressively changing portfolio announcing products of current research and development. Through Interchange, the Dissemination and Utlization System provides information on the best and most current products available to improve vocational education.

Justice, F.L., and Budke, W.E. Resources on eliminating sex-role stereotyping in vocational education. The National Center for Research on Vocational Education, Ohio State University, Columbus, Ohio, 1977.

Kaser, J., Matthews, M., and McCune, S. Steps toward sex equity in vocational education: An inservice training design. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Koontz, E.D. Underutilization of women workers. Washington, D.C.: U.S. Government Printing Publications, 1974.

League of Women Voters Education Fund. Women and Work 3 (Pub. No. 314). 1730 M Street N.W., Washington, D.C. 20036.
This issue focuses on vocational education. Topics such as Title IX, the Education Amendments of 1976, data collection and enforcement, and citizen monitoring are discussed.

Lerner, J., Bergstrom, F., and Champagne, J.E. Equal vocational education. Center for Human Resources, University of Houston, Houston, Texas, 1976.

Loring, R., and Otto, H.A. New life options: The working woman's resource book. New York, New York: McGraw-Hill Book Company, 1976.

Maher, S.M. Exemplary strategies for elimination of sex bias in vocational education programs. Washington, D.C.: Human Resources Management, Inc. 1976.
Programs that are considered to be effective at eliminating sex bias in vocational education are reviewed. Specific strategies for changing attitudes are identified.

Matthews, M., and McCune, S. An equal change: A parent's introduction to sex fairness in vocational education. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Matthews, M., and McCune, S. Our world is changing. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

McCune, S., Matthews, M., and Kaser, J. Sex equity in vocational education: An instructor's guide. Washington D.C.: Resource Center on Sex Roles in Education, 1978.

Memo: Dissemination and Utlization (Quarterly Reference List). The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.
This reference list includes materials reviewed during project selection. Each item on the list is numbered and includes the product title, a contact person, and a phone number to get in touch with the contact person.

Nebraska Women's Guide to Employment. A joint publication of the Nebraska Commission on the Status of Women, the Nebraska Department of Labor, and the Nebraska Department of Education, Vocational Education Division. This guide is for women seeking employment. It is attractively designed and it is written in an easy to ready appealing style. It addresses issues such as how to identify career interests and how to apply for positions.

Scholz, N.T., Prince, S., and Miller, G.P. How to decide: A guide for women. Princeton, New Jersey: College Board Publications, 1975.

Sedaka, B. Why not a woman? American Education, Women in New Careers. CONSAD Research Corporation, Pittsburgh, Pennsylvania, 1975.

Sexton, P.C. Women and work: R and D Monograph 36. Washington, D.C.: U.S. Government Printing Office, 1977.

Stakelon, A.E., and Magisos, J.H. Sex stereotyping and occupational aspiration: An annotated bibliography. The Center for Vocational Education, Ohio State University, Columbus, Ohio, 1975.

Steele, M., Matthews, M., and McCune, S. Achieving sex equity in vocational education: A resource handbook for local administrators. Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

Steiger, J.M. Women and Work. Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois, 1977.

U.S. Department of Labor, Bureau of Labor Statistics. U.S. working women: A databook. Washington, D.C.: U.S. Government Printing Office, 1977. Statistics relating to working women are current through 1976.

Vetter, L., and Peterson, M. Sex equity: The call to leadership. American Vocational Journal, March, 1978.

General Resources

Introduction

There are a number of free and inexpensive resources which address the issue of sex equity in vocational education. This bibliography is a sample of these resources. The following are included: organizations and research centers, annotated bibliographies, annotated lists of available non-print materials, newsletters, workshop and in-service materials, projects, research studies, literature reviews, sources of government information, and sources of general information.

General Resources

AEL Regional Exchange, Appalachia Educational Laboratory, Inc. (AEL), P.O. Box 1348, Charleston, West Virginia 25325.

An annotated list of resources for promoting the development of girls and women. Madison, Wisconsin: Wisconsin Department of Public Instruction, Office of Equal Educational Opportunity, 126 Langdon Street, Madison, WI 53702, 1977.

Blaufarb, M. (Ed.). Update. Published October, November, December, January, February, March, April, May, and June, accually, by the American Alliance for Health, Physical Education and Recreation, 1201 6th St. N.W., Washington, D.C., 20036.

Center for Research for Women. Wellesley College, 828 Washington St., Wellesley, Mass. 02181.

Cirksena, Fife and Hereth (Comps.); Costick (Ed.). Women's educational equity: Annotated selected references and resources. San Francisco, CA: Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1977.

Cirksena, and Hereth, (Comps.); Costick (Ed.). Continuing education: Reentry and the mature woman. Annotated selected references and resources. San Francisco, CA: Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1977.

Cirksena, Hereth and Wheat (Comps.). The education of Hispanic women: Annotated selected references and resources. San Francisco, CA: Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1978.

Costick, Hereth, and Cirksena (Comps.). Nonsexist career counseling for women: Annotated selected references and resources (Parts I and II), San Francisco, CA: Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1978.

Cusick, J. Non sexist education: A resource list. Prepared by the Resource Center on Sex Roles in Education, National Foundation for the improvement of Education, 1201 Sixteenth St. N.W., Washington, D.C. 20036, 1976.

Desegregation Assistance Centers for Sex Discrimination (DAC-SEX). Office of Equal Opportunity, Division of Technical Assistance, 400 Maryland Ave., S.W., Washington, D.C. 20202.

Effective Title IX strategies: K-postsecondary. Developed by the California Coalition for Sex Equity in Education, #1, Phase II, 1978.
The authors tell how change can be prompted and accelerated, illustrate strategies for change, illustrate networking, and cite ways to evaluate and monitor processes. The following general concerns are addressed: the law, procedures, attitudes, money matters, instructional materials, and human rights issues. Specific concerns of the following individuals are addressed: administrators, community members, counselors, instructional personnel, media specialists, physical activity staff, post secondary personnel, student activitiy directors, and students.

Elementary and Secondary Career Education Act of 1977. (Hearings before the Sub-committee of Elementary, Secondary, and vocational Education, Committee on Education and Labor, House of Representatives, ninety-fifth Congress, First Session, on H.R. 7, February 8, 9; March 1, 2, 3, 1977). Washington, D.C., U.S. Government Printing Office, 1977.

Ellis Associates, P.O. Box 466, College Park, Maryland, 20740.
Ellis Associates assisted fifteen states in developing state plans, developed a "State Level Management Plan for Sex Equity in Vocational Education," conducted workshops on State Action Plans for Sex Equity and developed a newsletter, "State Action on Sex Equity in Vocational Education - A Compilation of Selected State's Approaches to the Legislative Functions of Full-Time Sex Equity Personnel in Vocational Education."

ERIC Clearinghouse on Career Education, Center for Vocational Education, Ohio State University, 1960 Kenney Road, Columbus, Ohio 43210.

Federal Education Project. Federal Education Project Newsletter, Lawyers Commission for Civil Rights Under the Law, Washington, D.C.

Feminists Northwest. Project awareness: A multi-state leadership project addressing sex discrimination issues in education (A Training program developed for the State Education Agencies of Alaska, Montana, California, Nevada, Washington, Idaho and Oregon), Seattle, Washington, May 1976.

Films by and/or about women. Berkeley, California: Women's History Research Center, 1972.

Films on the women's movement. Washington, D.C.: U.S. Office of Civil Rights, Federal Women's Program.

Finding funds for programs relating to women's educational equity. Washington, D.C.: U.S. Government Printing Office, 1978.

Froschl, M., and Willimason, J. Feminist resources for schools and colleges. (Rev. Ed.). The Feminist Press, New York. The Clearing House on Women's Studies, 1977.

Froschl, M., Howe, F., and Kaylen, S. Women's studies for teachers and administrators: A packet of in-service education materials. Washington, D.C.: PEER, 1975.

Grayson, A. Selected resources for a review of literature on sex equity in Arizona and California educational programs. Flagstaff, Arizona: College of Education, Northern Arizona University, 1978.

Hansen, L.S. Project born free: Career development training models to reduce sex role stereotyping in educational institutions. Proposal funded under the Women's Educational Equity Act, U.S.O,E., Washington, D.C., 1976.

Harrison, C. Women's movement media: A source guide. New York: Bowker, 1975.

This unindexed extensively annotated bibliography contains 167 references arranged by author. Citations include books, journal articles, dissertations and experimental studies with detailed reporting of results.

Harway, M., et.al. Sex-discrimination in guidance and counseling. Annotations (2 vols.), Higher Education Research Institute, Inc 1976.

Johnson, S., Pitts, J., Davenport, G., and staff. Toward equality: A training manual of sex equity strategies, techniques and materials. Dallas, Texas: Dallas Independent School District, 1977.

Kane, R.D. Sex discrimination in education: A study of employment practices affecting professional personnel. (Vol. I - Study Report, Vol. II - Annotated Bibliography). Washington, D.C.: U.S. Department of Helath, Education, and Welfare, National Center for Educational Statistics, 1976.

King, J. Women's studies sourcebook: A comprehensive, classified bibliography of books. Allendale, Michigan: State Colleges Library, 1976.

List of films on women. Bloomington, Indiana: Indiana University, National Educational Television.

List of publications. Training Institute for Sex Desegregation. New Brunswick, New Jersey: Federation Hall, Douglas College 08903.

Men's studies bibliography. Cambridge, Massachusetts: Human Studies Collection, Massachusetts Institute of Technology, 1977.

Math Science Resource Center. Co-Directors: Blum, L., and Kreinberg, N. Oakland, CA: Mills College.

McDonald, S. A review of the literature on institutional sexism. Berkeley, California: Nomos Institute, 1977.

McDonald, S. Methodological dilemmas in the assessment of school interventions to promote sex equity (and a progress report on one experimental resolution). Paper presented at the Annual meeting of the American Educational Research Association, San Francisco, CA, April, 1979.

This paper is a description of a current study of the California Coalition for Sex Equity in Education, with funding from the Women's Educational Equity Act. The study has two major components: to develop a reliable practical valid measure of institutional sex bias in schools and to experimentally test the impact on schools of participation in projects to eliminate sex bias.

Metha, A., and Shafer, S.M. Bibliography compiled for Education of Women. Tempe, Arizone: College of Education, Arizona State University, 1974.

Motomatsu, N. A selected bibliography of bias free materials, Grades K-12. Olympia, Washington: Washington Office of State Superintendent of Public Instruction, 1976.

New Directions for Young Women. Executive Director: Zimmerman, Carol. 346 South Scott, Tucson, AZ 85701.

This organization presents and sponsors workshops for young women and adults. It provides consultation services for community agencies and schools, and presents workshops on sex role stereotyping, nonsexist curriculum and sex bias for school personnel. A program called the Sex Stereotyping Awareness Tool (SSAT) has been developed to increase educator's and counselor's awareness and knowledge of the special vocation needs of young women.

New Perspectives: A bibliography of racial, ethnic, and feminist resources. Harrisburg, Pennsylvania: Department of Education, Office of Equal Rights, 1977.

Non-print resources in women's educational equity. (Women's Educational Equity Communications Network, U.S. Department of Health, Education, and Welfare). Washington, D.C.: U.S. Government Printing Office, 1978.

This comprehensive listing of nonprint resources, produced by the Women's Educational Equity Communications Network, was designed for use by teachers, counselors, administrators and community groups.

North Carolina Department of Education's Research and Information Center. State Department of Public Instruction, Education Building, Raleigh, NC 26711.

On campus with women. Newsletter of the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

Persons first. A list of non-sexist books for young people. Commission for women, Montgomery County Government, Rockville, Maryland, 1976.

Positive images: A guide to non-sexist films for young people. San Francisco, CA: Booklegger Press, 1976.

Project Equity. An annotated list of resource materials and updates. Project Coordinator: Peterson, Barbara A., Room 327, Education Building, California State University, Fullerton, California 92636, 1974.

Project Mobility. A research and design project of Fresno City College, 1101 E. University Ave., Fresno, CA 93741.

Project mobility is a federally funded research and design project for disadvantaged and handicapped vocational education students. Two management plans to assure compliance with affirmative action and sex fairness legislation are outlined. Plan 1 is a generic plan of action to qualify for federal funding. Plan 2 is a generic plan of action for disadvantaged, handicapped, and non-traditional vocational education students.

Project on Equal Education Rights (PEER). Gordon, Robin, Program Associate. NOW Legal Defense and Education Fund, PEER, 1112 Thirteenth Street, N.W., Washington, D.C. 20005.

Publications include Peer Perspective and other materials concerning equal education and the law. PEER monitors and publicizes enforcement progress and problems in Title IX implementation.

Project on the Status and Education of Women. Information Concerning Women in Education and Programs Affecting Women in Higher Education, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

This project develops and distributes free materials which identify and highlight issues and federal policies affecting women's status as students and employees. These materials include a quarterly newsletter; information on Title IX; information on recruiting students, employees and minority women; as well as topical papers on subjects concerning the impact of the 1976 Education Amendments on women and girls in vocational education and working women. A publications list is available.

Project SEEL (Sex Equity in Educational Leadership). Oregon Department of Education, 942 Lancaster Drive, N.E., Salem Oregon 97310.

Recommended nonstereotyped software and educational materials. Software Committee in Education Conference, 1975. Available from Arlene Metha, Arizona State University, Department of Secondary Education, Tempe, Arizona 85281.

Resource Center on Sex Equity. Director: McCune, Shirley, Council of Chief State School Officers (CCSSO), 400 North Capitol Street, N.W., Washington, D.C. 20001.

The Resource Center is a project of the Chief State School Officers. Their basic purpose is to provide technical assistance to state and local educational agencies. Training materials dealing with sex stereotyping in vocational education are available.

Resource Center on Sex Roles in Education. National Foundation for the Improvement of Education, Washington, D.C.

Resources in women's educational equity. (Vol. 1). Washington, D.C.: U.S. Government Printing Office, 1977.

Rj Associates, Inc., 1018 Wilson Boulevard, Arlington, VA 22209.

This organization conducts and publishes research on women in vocational education. They have completed studies on women in nontraditional programs in secondary, postsecondary, and apprenticeship programs. Reports are available for cost of duplication.

Schaafsma, M. Career aspirations of college women. Informal Bibliography 32, ERIC Clearinghouse in Career Education, Northern Illinois University, DeKalb, Illinois, 1976.

Stamas, V. (Ed.). Title IX News. Bi-Weekly Newsletter on Sex Discrimination and Civil Rights Compliance in Schools, Capitol Publications, Inc., Washington, D.C.

S.T.E.R.E.O. (Strategies, Techniques, and Effective Resources for Equalizing Opportunities. Arizona Department of Education, Division of Career and Vocational Education, 1535 W. Jefferson, Phoenix, Arizona 85007.

This office produces a newsletter, the STEREO Speaker, at least three times a year; the STEREO Resource Bibliography for Vocational Education, and the STEREO Notebook: A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education. In addition, the office is monitoring PHASE (Project for Homemakers in Arizona Seeking Employment) and New Frontiers, a program to provide and encourage greater exploration for high school students.

TABS...Aids for ending sexism in schools. A Quarterly Newsletter from TABS, 744 Carroll St., Brooklyn, New York 11215.

Title IX Technical Assistance Project. Council of Chief State School Officers, Suite 379/400 N. Capitol St., N.W., Washington, D.C. 20001.

U.S. Department of Health, Education and Welfare. Directions in career education: Questions people ask about education and work (1977). National Institute of Education, 1200 19th St., N.W., Washington, D.C. 20208.

Common questions about career education are posed and answered. In addition 83 abstracts of NIE contracts and grants are included. A three-page list of papers in education and work, published by NIE, is provided.

U.S. Department of Health, Education and Welfare. Sex equity in education: NIE sponsored projects and publications (1979). National Institute of Education, 1200 19th St. N.W., Washington, D.C. 20208.

This collection is divided into three sections: an overview of NIE sex equity project and publications, a description of NIE projects to promote sex equity in education, and an abstract bibliography of NIE sponsored publications on sex equity. The project descriptions include the name and address of the contact person.

U.S. Department of Health, Education, and Welfare. Women in non-traditional occupations: A Bibliography. Washington, D.C.: Bureau of Occupational and Adult Education, 1976.

U.S. Department of Health, Education, and Welfare. Title IX. Selected resources. Washington, D.C., 1977.

U.S. Government Printing Office. Superintendent of Documents. Washington, D.C. 20402.

Update in sex equity in education. A publication of Project SEE (Sex Equity in Education). A periodic publication of the California State Department of Education, 721 Capitol Mall, Room 544, Sacramento, CA 95814.

Vetter, B.M., and Babco, E.L. Professional women and minorities: A manpower resource service. Washington, D.C.: Scientific Manpower Commission, 1975.

Wellisch, Karen (Ed.). The spokeswoman. Independent Monthly Publication, 53 W. Jackson, Chicago, Illinois 60604.

Wheat, V. The education of rural women: Annotated selected references and resources. San Francisco, CA: Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1978.

Women and film: A resource handbook. Washington, D.C.: Project on the Status of Women, Association of American Colleges.

Women and film. P.O. Box 4501, Berkeley, California 94704.

Women in focus. Dayton: Pflaum Publishing, 1974.

Women in media: A documentary sourcebook. Washington, D.C.: Women's Institute for Freedom of the Press, 1977.

Women on Words and Images. Contact: Jacobs, Carol. P.O. Box 2163, Princeton, New Jersey 08540.

Women's Bureau, U.S. Department of Labor, Employment Standards Administration, Washington, D.C. 20110.

The Bureau has produced many reports on the status of women in the labor force; booklets, pamphlets, and handbooks for women, educators, and employers; and project reports on women and training. A publication list is avialable.

Women's Educational Equity Act Program (WEEAP) Dissemination Center, Education Development Center (EDC), 55 Chapel Street, Newton, Massachusetts 02160.

WEEAP is a discretionary grants program supporting numerous activities including the development, evaluation, and dissemination of curricula, textbooks and other educational materials. Their annual report is available. It provides a brief description of the legislation as well as summaries of awarded grants and contracts.

Women's Educational Equity Communications Network, Far West Laboratory. Resource list. Compiled by J. Marzone, San Francisco, 94103, 1978.

WEECN, which is funded by WEEAP, collects, screens, classifies, stores, and provides information on projects, activities, and research related to women's educational equity. As a communication system, it facilitates contact among persons and groups and agencies. It provides an answering service for individuals and groups with information needs concerning women's educational equity. The bibliography series and information analysis products available include several directed at vocational education. A newsletter is also published.

Women's films--A critical guide. Bloomington, Indiana: Indiana University, Audio-visual Center, 1975.

Women's films in print: An annotated guide to 800 films made by women. San Francisco, California: Bootlegger Press, 1975.

Women's Lives/Women's Work Project. The Feminist Press, Box 334, Old Westbury, New York 11568.

Women's Sports Foundation. Frontiers. The Women's Sports Foundation Newsletter, 1660 S. Amphlett Blvd., Suite 226, San Mateo, California, 1978.

Women's studies bibliography. Cambridge, Massachusetts: Massachusetts Institute of Technology, Human Studies Collection, 1977.

Women's Studies, Paperback Series, New York, New York: Dell Publishing Company, Inc., Educational Sales Department.

Women in U.S. history: An annotated bibliography. Cambridge, Massachusetts: The Common Women Collective, 1976.